



DEPARTMENT OF THE ARMY

U.S. Army Corps of Engineers
WASHINGTON, D.C. 20314-1000

REPLY TO
ATTENTION OF:

CEEEO

17 APR 1992

MEMORANDUM FOR COMMANDERS, MAJOR SUBORDINATE COMMANDS,
COMMANDERS/DIRECTORS, LABORATORIES, AND
SENIOR EXECUTIVE SERVICE MEMBERS

SUBJECT: Model SES EEO/Affirmative Action Performance Standard

1. Our standard for acceptable performance in EEO/affirmative action must be one that solves problems and overcomes barriers. Maintaining the status quo and conducting business as usual are unsatisfactory.
2. To ensure uniformly high expectations and consistency among appraisals, I have approved the enclosed model EEO/affirmative action performance standard for members of the Senior Executive Service (Enclosure 1). The model standard should be made specific through concrete personal objectives which address organizational needs.
3. Personal objectives should be actions designed to make real differences in the hiring, development, retention and advancement of team members in underrepresented groups. Performance should be rated as "met" when personal objectives are achieved. Actions such as attending EEO training, speaking during a special observance program, or serving on an EEO committee can help support a rating of "exceeded" in the EEO/affirmative action element, but these actions alone will not support a rating of "met."
4. To assist you in developing personal objectives which mirror the expectations embodied in the model standard, a guide with suggestions and examples is provided (Enclosure 2).
5. Questions may be addressed to my EEO Office at (202) 272-0095.

2 Encls

R. J. HATCH
Lieutenant General, USA
Commanding

MODEL EEO/AFFIRMATIVE PERFORMANCE STANDARD FOR SES MEMBERS

This standard is generic and necessarily broad in scope. It must be tailored for each Senior Executive Service position to correspond with organizational needs and priorities. The manager should consult with the EEO and Human Resources staffs and use a number of sources to determine the specific objectives and priorities for the tailored individual standard. Those sources may include affirmative action plans; other organizational objectives; staffing plans which provide information on turnover, hiring patterns, and recruitment strategies; and applicable ACTEDS requirements.

STANDARD:

Identifies barriers to the hiring, development, retention and advancement of team members in underrepresented groups. Develops and implements strategies to overcome identified barriers and to meet organizational affirmative action objectives. Does not tolerate, and reacts immediately to any instance or appearance of sexual harassment. Takes positive actions to reduce the appearance of discrimination and reprisal by early identification and correction of practices and procedures which can result in inequities. Constructively addresses problems that result in allegations of discrimination. Accommodates handicap and religious needs as the mission allows. Applies lessons learned.


NOTE: EEO/affirmative action objectives are recorded in:

- (1) Commanders'/directors' policy statements.
- (2) The affirmative action plan that coincides with the scope of the SES member's primary duties, e.g., the HQUSACE plan for a member in HQUSACE, the division-wide and division headquarters plans for a member at a division headquarters.
- (3) The affirmative action plan that coincides with the scope of a member's career program management duties, if any e.g., the USACE plan for a member with Corps-wide career program management responsibilities, the division-wide plan for a division career program manager.
- (4) A statement of objectives for a command or directorate that coincides with the scope of a member's duties.

Enclosure 1

GUIDE TO DEVELOPING PERSONAL OBJECTIVES
FOR MEETING
THE EEO/AFFIRMATIVE ACTION PERFORMANCE STANDARD
FOR MEMBERS OF THE SENIOR EXECUTIVE SERVICE

Prepared by
HQUSACE Office of Equal Employment Opportunity
April 1992

 **EEO** Engineering the
Model of Success

Enclosure 2

INTRODUCTION

Concrete personal objectives for Senior Executive Service team members should be developed with assistance from the Equal Employment Opportunity and Human Resources Offices which can provide data and advice. They should be based on a review of work force diversity and an analysis of the effects of management policies, practices and decisions.

Recommended steps for developing personal objectives are:

- a. Review the EEO profile of the organization.
- b. Review the effect of management practices and decisions (recruitment, selections, assignments, training, awards, etc.).
- c. Identify the most significant problems--differences between actual and desired conditions within the organization.
- d. Identify the most significant barriers and the most promising opportunities for affirmative action.
- e. Describe personal objectives (specific actions to overcome identified barriers).

Where actual conditions are different from desired conditions, barriers to equal employment opportunity should be accurately identified. Personal objectives should pursue the most promising methods for overcoming the barriers. Objectives should be challenging, specific and achievable. Words like "attempt", "try", "all" and "none" should be avoided.

The descriptions of conditions, barriers and actions contained in this guide are provided as possibilities to stimulate thought and analysis. They may or may not apply to a particular manager's or supervisor's areas of responsibility. They should not be considered a "shopping list".

POSSIBLE CONDITIONS, BARRIERS, AND AFFIRMATIVE ACTIONS

DESIRED CONDITION: There is an ample supply of minorities and women applicants for positions at all grade levels.

POSSIBLE CONDITIONS: There are few or no minority and women applicants for senior level positions, with or without sufficient applicants for mid-level positions. There are few or no minority and women applicants for mid-level positions in some job categories, with or without sufficient applicants for entry level positions. There are few or no minority and women applicants for entry level positions in some job categories.

POSSIBLE BARRIERS:

Recruitment focused only on the "usual" sources, with potential applicants unaware of job opportunities.

Team members not mobile, not registered in career programs.

Poor position management. Journey level team members are assigned duties below their grade level--resulting in no positions between entry level and journey level and no internal applicants for journey level positions.

No part-time opportunities.

POSSIBLE AFFIRMATIVE ACTION:

Utilize corporate and local targeted recruitment.

Utilize opportunities to tell the Corps story to groups of potential applicants.

Recruit at other than full performance level, with promotion potential.

Counsel team members on advantages of mobility. Train and assist team members in career program registration.

Restructure work to assure that team members' knowledges and skills are not being wasted (doing lower graded work) and to provide career progression opportunities.

Establish permanent part-time/job-sharing positions.

DESIRED CONDITION: Women and minorities are being referred for positions at representative rates.

POSSIBLE CONDITION: There is representative diversity among job applicants, but few minorities and women are being referred.

POSSIBLE BARRIERS:

Lack of adequate crediting plan, e.g.:

- Crediting plan does not clearly define or distinguish among levels of knowledges and abilities required for the position.

- Crediting plan does not give credit for knowledges, abilities or experience gained from "other" (non-Corps or volunteer) sources in accordance with applicable regulations.

- Outdated crediting plan does not screen for factors required for the job as currently defined or screens for factors not currently required.

- Weighting of factors such as length of experience may have an adverse effect on ratings of minorities and women.

Subject matter experts on rating and ranking panels and/or staffing specialists not well versed in the evaluation process.

Inconsistencies in panel members' ratings not questioned or resolved.

Applications do not accurately reflect skills, knowledges, experience, education or training.

POSSIBLE AFFIRMATIVE ACTION:

Identify and correct shortcomings in crediting plans.

Identify and correct shortcomings in the knowledge of staffing specialists and subject matter expert panels.

Identify and resolve inconsistencies in panel members' ratings.

In partnership with staffing specialists and career program managers, provide group and individual coaching on preparing successful written applications for employment and promotions including career program registrations.

DESIRED CONDITION: Highly qualified women and members of minority groups are being selected at representative rates.

POSSIBLE CONDITION: Highly qualified minorities and women are being referred but are not being selected at representative rates.

POSSIBLE BARRIERS:

Candidates are not given full credit for knowledges, abilities and/or experience if their education and career paths do not mirror the customary model (e.g., the way the selecting official acquired them).

Candidates are not selected because they do not possess desirable specialized knowledges that can be gained through a brief orientation.

Candidates are not competitive because they do not possess the full range of knowledges, abilities and experiences required for the position.

POSSIBLE AFFIRMATIVE ACTION:

Selecting officials/panels:

Identify and credit job-related knowledges, abilities and experiences gained through any valid means.

Identify and eliminate requirements for specialized knowledges that can be gained through a brief orientation. (Everyone needs a brief orientation to a new job.)

Test selection criteria against qualifications of current successful team members. Identify and eliminate requirements that do not predict successful performance.

Provide information to unsuccessful Corps candidates and their supervisors on reasons for non-selection (areas of weakness) and suggestions on how to improve qualifications.

Supervisors of unsuccessful candidates:

Contact selecting official for reasons for non-selection (areas of weakness) and suggestions on how to improve qualifications.

Address areas of weakness in individual development plan.

DESIRED CONDITIONS:

The average performance levels and ratings of women, minority groups, and others are about the same.

Differences among individual performance ratings are justified by differences in performance levels.

POSSIBLE CONDITIONS:

Average performance ratings of some minority groups or women is lower than ratings for others.

Differences in performance ratings among various groups are not explained by differences in performance.

The performance level of some individual minorities or women is clearly higher than that of their peers, but performance ratings do not reflect the differences.

POSSIBLE BARRIERS:

Inconsistent performance standards among positions with identical or very similar duties.

Subjective performance evaluation due to vague or general performance standards. Rationale for ratings not clear to team members.

Supervisors' expectations not clear to team members.

Different performance expectations for women or some minority groups.

Reluctance to be forthright with members of some minority groups and/or with women about their performance.

Courses and developmental assignments which would correct performance shortcomings not included in training plans.

POSSIBLE AFFIRMATIVE ACTION:

Develop consistent, objective criteria for performance assessment.

Get help from team members and human resources specialists in rewriting ambiguous standards that are open to interpretation.

Within 60-90 days after performance standards are changed, discuss with team members how their recent performance is viewed under the new standards. Clarify expectations. Fine tune standards if necessary.

Conduct scheduled periodic performance counseling with each team member. Informally discuss specific work products that are examples of excellence, improvement, or failure to meet expectations.

Be candid and forthright about the team member's particular performance strengths and weaknesses in comparison to expectations.

Identify and schedule actions to be taken by management and by the team member to strengthen performance.

DESIRED CONDITION: Women and members of minority groups receive promotions at representative rates.

POSSIBLE CONDITION: Promotion rates for women and/or some minority groups are significantly below the average promotion rates.

POSSIBLE BARRIERS:

Minority and women team members are not developing the knowledges, abilities, training, experiences and accomplishments necessary to successfully compete for promotions.

New team members are brought into the organization and left to pick up particulars of their new jobs for themselves.

Women are expected to perform essentially the same work as men, but at a lower grade.

There is little or no explanation of what knowledges, abilities courses and work experiences are required, expected or desirable for career advancement.

Selection of training courses is left to the team member or is not planned to address needed knowledges and abilities.

Some team members are sent to advanced, long term and executive development training, while other high potential team members are steered to training that does not enhance their qualifications for advancement.

Women attend local training courses because of assumptions about their willingness to travel. Very demanding work assignments seldom go to women because of assumptions about their willingness to work extra hours.

Preferred and choice work assignments go to the same group of people. Field assignments are made on the basis of whether local constituents will "accept" a minority or women.

Team members must figure out on their own how to apply for competitive training, recognition, and advancement.

See also possible barriers associated with selections.

POSSIBLE AFFIRMATIVE ACTION:

Prepare and implement a tailored, short term orientation and training plan for each new team member. Arrange visits or briefings for each new team member with the key offices and team members he or she will deal with. Estimate, in advance, the knowledges and abilities which will have to be developed after the new team member is on the job.

In partnership with human resources specialists and the career program manager, provide group and individual coaching on what training and work experiences are required and/or desirable to compete for advancement.

Develop and use a uniform policy for providing training to team members. Identify any shortcomings in team members' training and experience background. Plan, develop, schedule and provide opportunities for team members to acquire the knowledges, abilities and experiences needed to compete for advancement.

In partnership with human resources specialists and the career program manager, provide group and individual coaching on preparing successful written applications for competitive training and promotions (including career program registrations).

Adjust work assignments where minorities and women have been denied opportunities based on faulty assumptions or customer preferences.

See also possible affirmative action associated with selections.

DESIRED CONDITION: Women and members of minority groups receive prestigious, career enhancing awards at representative rates.

POSSIBLE CONDITION: Career enhancing, prestigious awards for women and members of some minority groups are below representative rates.

POSSIBLE BARRIERS:

High visibility and career enhancing work assignments repeatedly go to the same group of people.

Supervisors are not nominating minorities and women at representative rates.

Team members must prepare the nominations in their spare time with little or no assistance in refining or polishing the

nominations.

Team members have to figure out on their own how to apply for recognition. There is little or no explanation of what responsibilities, experiences and accomplishments are necessary to be competitive for career enhancing awards.

Endorsements of their nominations are short, general, and are not tailored to the nominee or to the criteria for the award.

POSSIBLE AFFIRMATIVE ACTION:

Supervisors accept responsibility for nominating team members for awards.

Adjust work assignments where minorities and women have been denied opportunities to excel at career enhancing work assignments and responsibilities.

In partnership with human resources specialists and the career program manager, arrange group and individual counseling on the types of experiences, responsibilities and accomplishments are required and/or desirable to compete for the awards.

In partnership with human resources specialists and the career program manager, provide group and individual workshops on preparing successful written nominations for competitive awards.

In partnership with the career program manager and the public affairs office, polish and fine tune the organization's nomination package, including endorsements, for content and appearance.

DESIRED CONDITION: Minorities and women receive monetary awards at approximately representative rates and in about the same amounts.

POSSIBLE CONDITIONS:

Women and members of some minority groups do not receive monetary awards at rates that reflect their representation among eligible team members.

Monetary awards for women and minority team members are smaller in amount than awards for their peers with the same or lower performance ratings.

Differences in grade and performance ratings do not account for differences in the number and amounts of monetary awards.

POSSIBLE BARRIERS:

Accomplishments and contributions of women and members of some minority groups are perceived as less than those of others'.

Choice and high impact work assignments that may lead to recognition repeatedly go to the same group of people.

POSSIBLE AFFIRMATIVE ACTION:

Present awards consistently for performance rated identically within the same grade level and organization.

Adjust work assignments to ensure that women and minorities have a fair share of advantageous work assignments.

DESIRED CONDITION:

Minorities and women are disciplined at approximately representative rates.

Discipline for similar offenses is consistent for minorities, women and others.

POSSIBLE CONDITION:

Minorities and women are disciplined at higher than representative rates.

Discipline is more severe for some minority groups and/or women than for others whose offenses were similar.

POSSIBLE BARRIERS:

Assumptions about the performance and/or conduct of women or members of some minority groups.

Assumptions about how one should or "has to" deal with women or members of particular minority groups.

Failure to act on the first indication of a problem, without formal discipline.

Reluctance to be forthright with members of some minority groups and/or with women about their performance or conduct.

Concluding that discipline is appropriate or deserved before all pertinent facts are known.

Assumptions about values and/or ethics of some minority groups.

Unclear expectations of supervisors.

See also possible barriers related to performance ratings.

POSSIBLE AFFIRMATIVE ACTION:

Clearly communicate expectations on performance and conduct.

Examine and adjust any expectations that are based on race or sex.

Provide frequent informal feedback on performance and conduct.

Conduct periodic performance counseling with each team member. Informally discuss specific work products that are examples of excellence, improvement, or failure to meet expectations.

Sponsor workshops for managers and supervisors on management styles, procedures for disciplinary actions, cultural diversity.

EXAMPLE PERSONAL AFFIRMATIVE ACTION OBJECTIVES

POSSIBLE CONDITION:

Women in general are underrepresented in Career Program 18 in grades 13 and above. Women are being referred but not selected within the organization. Jane Doe is a top notch engineer with excellent skills, work habits, and understanding of the Corps' mission in her technical area. She has been on several referral lists for supervisory GM-13 positions, but has not been selected. When contacted informally, the selecting officials stated that Ms. Doe was not selected primarily because she lacks supervisory experience. Ms. Doe has not had any training related to supervision or human resources management.

POSSIBLE PERSONAL OBJECTIVE:

Locate and detail Ms. Doe to a vacant supervisory GS-12 position as a developmental assignment. Enroll Ms. Doe in _____ and _____ (specific appropriate supervisory courses).

POSSIBLE CONDITION:

Minorities in general are underrepresented in selections for long term training. John Doe, Black male, has excelled at managing difficult and challenging assignments at his grade level. His grasp of what is required to get the job done, his way with people, and his dedication to the organization indicate that he has high potential for a leadership position. Mr. Doe has been nominated for long term training but has not been selected. He wrote his nomination package in what little spare time he has. His first line supervisor knows that long term

training for Mr. Doe would be a wise investment but dreads the thought of losing him for more than a couple of weeks because he is so valuable.

POSSIBLE PERSONAL OBJECTIVE:

Prepare and polish the organization's nomination of Mr. Doe to improve the chances of his selection for long term training. Enlist assistance from the Human Resources Office, Public Affairs Office, and career program manager.

**EEO/Affirmative Action
Performance Standards for SES Members**

**Prepared by
Office of Equal Employment Opportunity
HQUSACE
November 1992**

Enclosure 3

EEO/Affirmative Action Performance Standards for SES Members

1. Features of the Model EEO/Affirmative Action Performance Standard.

a. EEO/Affirmative action. The model calls for actions to remove barriers to minorities and women. The model also calls for adherence to policies of non-discrimination, prevention of sexual harassment, and accommodation of handicap and religious needs.

b. Consistency among individual standards. Using the model should result in standards with similar elements tailored to organizational needs and the responsibilities of the individual members.

c. Fairness among ratings. Using the model should result in standards that challenge SES members similarly.

2. What the Model Standard Requires: The model standard requires actions to remove barriers to minorities and women and to comply with policies on equal employment opportunity, sexual harassment, and reasonable accommodation.

3. Removing Barriers. This means identifying and taking action to remove barriers to minorities and women where they are underrepresented in the work force and in management processes and decisions. The EEO Office, with assistance from the HR Office, can do most of the preliminary work in identifying underrepresentation and barriers.

a. Identify underrepresentation. This involves gathering and analyzing EEO data correlating to the scope of the SES member's authority and responsibilities. The EEO and HR Offices will be able to provide data from ACPERS. The EEO Office will be able to analyze the data.

(1) The analysis should use the same groupings as in the applicable affirmative action plan(s). The data should not be limited to the work force profile. Analysis should also include data key management processes and decisions: referrals, hires, advantageous assignments, development, performance appraisals, awards, promotions, retention, etc. Examples of typical data outputs are at Appendix A.

(2) The EEO Office should be able to provide an underrepresentation summary that looks something like the example at Appendix B.

b. Identify opportunities and methods. Once the areas of underrepresentation are identified, the most promising opportunities and the most promising methods should be

identified. The area of underrepresentation may or may not be the area that needs work. For example, underrepresentation in promotions may indicate poor selection procedures, team members who need help in improving their qualifications, or both. The Guide to Developing Personal Objectives for Meeting the EEO/Affirmative Action Performance Standard for Members of the Senior Executive Service provides insights into various causes of underrepresentation. The grid at Appendix C will also be helpful in this effort.

c. Establish objectives. Two or more objectives should be set for each SES member. If there were only one objective and the member failed to accomplish it, the element would not be met. Each individualized standard should require that one of two objectives or two of three objectives be accomplished for a rating of "met". These objectives should be specific, measurable, realistic, and achievable within the rating period. They should relate directly to overcoming one or more of the identified barriers to minorities and women.

4. Preventing/Correcting Sexual Harassment. The model conforms to policies requiring active intolerance of sexual harassment, a form of sex discrimination. Active intolerance includes identifying and correcting language, behavior or objects in the work place that are "offensive" as defined by regulations on sexual harassment. Active intolerance also means timely, direct action on any allegations of sexual harassment.

5. Addressing Problems that Result in EEO Complaints. This means identifying and pro-actively resolving problems that have led to EEO complaints. It does not mean discouraging team members from exercising their right to file complaints. Most EEO complaints do not result from unlawful discrimination. Some result from program or procedural errors, e.g., an error in developing a referral list of qualified candidates. Some result from poor management practices such as insensitivity, inconsistency, or poor communication. Others result from a lack of affirmative action, e.g., a failure to identify and rectify situations where minorities and women are not included.

6. Accommodating Handicap/Religious Needs. The model conforms to policies requiring reasonable accommodation to the known handicap or religious needs of team members. Reasonable accommodation can include adjusting the work schedule, e.g., for religious holidays or for special transportation needs; adjusting the duties of the job, e.g., assigning trips to the mail room to another team member; or adjusting the work environment, e.g., widening an aisle or purchasing special equipment.

7. Meeting the Standard. To "meet" a standard developed under the model, a member would accomplish the minimum objective(s) defined in the standard, demonstrate intolerance of sexual

harassment, address problems underlying any EEO complaints, and provide reasonable accommodation of handicap/religious needs.

8. Exceeding the Standard. To "exceed" the standard, the member would meet the standard and surpass performance requirements in one or more ways. For example, the member might accomplish more than the minimum objective(s), champion other EEO initiatives, serve on an EEO action committee, and/or perform other EEO related accomplishments.

9. Failing the Standard. A member could fail to meet the standard by not accomplishing personal objectives, by tolerating sexual harassment, by ignoring identified problems that underlie EEO complaints, or by failing to accommodate reasonable handicap/religious needs.

10. Example Standards. An example of performance requirements documentation is at Appendix D. An example of remarks/actual results achieved documentation is at Appendix E.

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CEEEO, (202) 272-0095

APPENDIX A - EXAMPLES OF DATA ON REPRESENTATION

ASSESSMENT OF UNDERREPRESENTATION BY GRADE GROUP WITHIN CAREER PROGRAM As of MM/DD/YY

Organization: XXXXXXXXXXXXXXXXXXXX
Career Program: ##-TITLE
Grades: GS/GM 13-15

	ASSIGNED		CLF*	NUMBER SHORT OF PARITY
	#	%	%	
WHITE WOMEN	31	28.7	35.3	7
BLACK MEN	1	0.9	4.4	4
BLACK WOMEN	8	7.4	5.0	0
HISPANIC MEN	0	0.0	2.7	3
HISPANIC WOMEN	0	0.0	2.1	2
OTHER MINORITIES	5	4.6	1.9	0
TOTAL ASSIGNED	108			

* CLF data show the availability of the various EEO groups in the same career field or occupational category within the recruiting area. This is our affirmative action benchmark.

DISTRIBUTION OF SEPARATIONS BY GRADE GROUP WITHIN CAREER PROGRAM Fiscal Year 19XX

Organization: XXXXXXXXXXXXXXXXXXXX
Career Program: ##-TITLE

		Total		White		Black		Hispanic		Asian American Pacific Islander		American Indian Alaskan Native	
		All	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
GS 9-12	#	24	15	7	8	1	7	1	0	0	0	0	0
	%		62.5	29.2	33.3	4.2	29.2	4.2	0.0	0.0	0.0	0.0	0.0
GS/GM	#	3	2	1	2	0	0	0	0	0	0	0	0
13-15	%		66.7	33.3	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	#	31	21	8	14	1	7	1	0	0	0	0	0
	%		67.7	25.8	45.2	3.2	22.6	3.2	0.0	0.0	0.0	0.0	0.0

APPENDIX A

APPENDIX B - EXAMPLE OF UNDERREPRESENTATION SUMMARY

UNDERREPRESENTATION OF MINORITIES AND WOMEN

ORGANIZATION: XXXXXXXXXXXXXXXXXXXX

CAREER PROGRAM: ##-TITLE

GRADES: 13-15

	WHITE <u>WOMEN</u>	BLACK <u>MEN</u> <u>WOMEN</u>	HISPANIC <u>MEN</u> <u>WOMEN</u>	ASIAN AMERICAN PACIFIC ISLANDER <u>MEN</u> <u>WOMEN</u>	AMERICAN INDIAN ALASKAN NATIVE <u>MEN</u> <u>WOMEN</u>
WORKFORCE	NOT OK	SEVERE NOT OK	SEVERE NOT OK	OK OK	OK OK
REFERRALS*	OK	SEVERE OK	SEVERE OK	OK OK	OK OK
HIRES	NOT OK	SEVERE NOT OK	SEVERE OK	OK OK	OK OK
ASSIGNMENTS*	UNK**	UNK** UNK**	UNK** UNK**	UNK** UNK**	UNK** UNK**
DEVELOPMENT*	OK	NOT OK OK	NOT OK OK	OK OK	OK OK
APPRAISALS	OK	NOT OK OK	NOT OK OK	OK OK	OK OK
AWARDS	OK	OK OK	OK OK	OK OK	OK OK
DISCIPLINE*	OK	OK OK	OK OK	OK OK	OK OK
PROMOTIONS	NOT OK	SEVERE NOT OK	SEVERE NOT OK	OK OK	OK OK
RETENTION	SEVERE	OK SEVERE	OK OK	OK OK	OK OK

* TOTALLY OR PARTIALLY NOT AVAILABLE FROM ACPERS

** ASSESSMENT TO BE PROVIDED BY THE SENIOR MANAGER/CAREER PROGRAM MANAGER.

APPENDIX B

APPENDIX C - EXAMPLES OF OPPORTUNITY AND METHOD CONSIDERATIONS

<u>AREA OF UNDERREPRESENTATION</u>	<u>OPPORTUNITY CONSIDERATIONS</u>	<u>METHOD CONSIDERATIONS</u>
ASSIGNMENTS	SPECIAL PROJECTS? VACANCIES?	TEMPORARY PROMOTION? DETAIL? REASSIGNMENT?
DEVELOPMENT	SUFFICIENT FUNDS? WILL THE BOSS LET THEM GO?	MEET TRAINING REQUIREMENTS OF CAREER MANAGEMENT REGS? MENTORING? CROSS-TRAINING? LONG-TERM TRAINING?
APPRAISALS/ AWARDS	SUFFICIENT JUSTIFICATION?	STANDARDS? CRITERIA?
PROMOTIONS	SUFFICIENT HIGH QUALITY INTERNAL CANDIDATES? CAREER PROGRAM REGISTRATIONS?	CRITERIA? REVIEWS? WORKSHOPS?
RETENTION	HOSTILE CLIMATE? FEW CHANCES FOR ADVANCEMENT? CHALLENGING WORK? HIGH RETIREMENT RATE? COMPETITION FROM OTHER FEDERAL AGENCIES?	WORKSHOPS? POSITION MANAGEMENT?
HIRES	SUFFICIENT VACANCIES?	TARGETED RECRUITMENT?

APPENDIX D - EXAMPLES OF STANDARDS

HYPOTHETICAL FACT SITUATION FOR EXAMPLE REQUIREMENT #1 BELOW

DIRECTORATE OF XXXXXXXXX. The promotion rate for Black and Hispanic team members in administrative (non-engineering) positions grades 9 and above is substantially lower than the rates for others. The rate and dollar amount of performance awards to Blacks and Hispanics is substantially below those for their White and Asian American counterparts, although performance ratings, experience and training received are on a par with their White and Asian American counterparts.

CAREER PROGRAM XX. Although there is good representation of Black and Hispanic men at grades 11 and 12, they are severely underrepresented in grades 13 and above. At grades 11 and 12, performance ratings for Black and Hispanic men are typical of their contemporaries, but they do not receive proportionate referrals or promotions. Those who have been referred for promotion were not selected because their breadth of experience and training was not competitive. Some have not had the core courses recommended in the career management regulation for their current grade. Few have experience outside the district where they were hired. Retention is not a problem.

EXAMPLE SES PERFORMANCE REQUIREMENTS

a. PERFORMANCE REQUIREMENTS

1. Accomplish objective a. or b.:
 - a. Ensure that awards are commensurate with performance ratings for Black and Hispanic team members within the XXXXXXXXX Directorate.
 - b. Ensure that Black and Hispanic careerists in Career Program XX Corps-wide participate in career development opportunities, including career counseling, developmental assignments, and long term training.
2. Vigorously enforce policies on prevention/correction of sexual harassment.
3. Resolve underlying problems that led to EEO complaints.
4. Ensure that reasonable accommodation is made to the known handicap/religious needs within the directorate.

APPENDIX E - EXAMPLES OF REMARKS/ACTUAL RESULTS ACHIEVED

b. MET PERFORMANCE REQUIREMENTS

☐

YES

☐

NO

REMARKS/ACTUAL RESULTS ACHIEVED:

1. Among GS-9 and above directorate team members in administrative positions, 53% of Blacks and 49% of Hispanics received performance awards, up from 18% and 23%, respectively. Procedures have been established to monitor the number of performance awards and the amount of cash awards to ensure that similar performance is recognized similarly.

Eighty-seven percent of CP-XX careerists have received career counseling from their CPMs Corps-wide. CP-XX nominations for long term training included 11 Blacks and 5 Hispanics, up from 7 and 2 respectively. Selectees included 9 Blacks and 4 Hispanics, up from 5 and 1.

2. Published policy statement on sexual harassment; reinforced policy at least quarterly at internal staff meetings and at two meetings with division CPMs for CP-XX. Arranged correction of a sexually harassing language of a vendor's employee.

3. Reviewed issues in EEO complaints for past two years within directorate. Conducted a sensing session within directorate on internal communication, training needs surveys, and "other duties as assigned". Provided guidance and monitored subordinates' negotiations to resolve two informal complaints.

4. Discussed the affirmative action plan for handicapped individuals with all subordinate supervisors to ensure that they are aware of goals and their responsibilities. No need for accommodations this period.

Other good deeds. Other good deeds. Other good deeds. Other good deeds.

Other good deeds. Other good deeds. Other good deeds. Other good deeds.

Other good deeds. Other good deeds. Other good deeds. Other good deeds.